

DEVELOPMENT OF A GUIDANCE PROGRAMME TO DEVELOP CAREER POTENTIAL OF SENIOR SECONDARY SCHOOL GIRLS

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1992

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At the threshold of 21st century, it is a matter of great concern that inspite of the efforts made to provide equal educational opportunities to women in India, they are far behind educationally and vocationally. They have marginal access to vocational technical and professional education, and consequently, their representation in vocational technical and professional occupations is negligible.

Inspite of the fact that the girls out perform boys in different board and university examinations, a careful analysis of women in the labour force reveals that most of them are engaged in unskilled occupations and a few educated women in traditionally feminine occupations, such as, clerks, teachers, secretaries, nurses and other health workers etc. A negligible number of women is found in non-traditional occupations, such as,, advocates, judges, engineers and air pilots etc. The question arises that why girls are not career oriented? Why entry of girls is restricted to a few traditionally feminine occupations? Why they are secretaries and not managers? Why engineering is masculine and home science is feminine.

The programme to develop career potential of girls seeks inspiration from the National Policy on Education (NPE 1986) which states:

"Major emphasis will be laid on women's participation in vocational technical and professional education at different levels. The policy on non-discrimination will be pursued vigorously to eliminate sex stereotyping in vocational and professional courses and to promote women's participation in non-traditional occupations, as well as in existing and emergent technologies".

The present project is an action research programme, which was carried out on class XI and XII in three Govt. Girls Senior Secondary Schools with the purpose of developing positive self-image and self-confidence among girls and promoting vocational participation especially in non-traditional occupations.

In Chapter I of this report, the need for the programme and its objectives have been discussed.

Chapter-II discusses the profiles of the girl students. The analysis of the responses reveals the way girls choose their subjects, their role preferences, self-image and future outlook.

Chapter III is concerned with a detailed description of intervention strategies which were designed to develop career potential of girls.

The reactions of the girls, teachers, principals and counsellors of the participating schools and women guest speakers are described in chapter IV.

Chapter V relates to the experiences gained through this programme and the activities which the schools can organise for development of career potential of girls.


(G.K.Joneja)

Dated 25th August, 1992

ACKNOWLEDGEMENTS

Development of career potential of girls was a team effort requiring co-operation of three schools and their staff over a period of two years. It required discussions and suggestions from learned colleagues. This is the opportunity to acknowledge and appreciate the efforts of all those who were concerned with the programme.

Grateful acknowledgement is made to Dr.(Mrs.)C.Dhar, Retd. Professor DEPC&G who have given encouragement and inspiration and to Dr.Kuldip Kumar, Professor and Head, PPMED who have given helpful suggestions at various steps from beginning till end of the programme.

Special thanks are given to principals of Govt. Girls Senior Secondary Schools, Sriniwaspuri, Jangpura Extension and Lajpat Nagar (No.I) who have given maximum co-operation and help in carrying out the programme in their schools. Thanks are also given to the teachers of these participating schools for their co-operation.

Special thanks are given to Mrs.Seema Mehta, Counsellor in School at Lajpat Nagar and Sriniwaspuri, and Mrs. Asha Sharma, Counsellor in Jangpura Extension School for their help, support and work through out the duration of the project.

Thanks are also given to Directorate of Delhi Administration which has granted necessary permission to carry out the programme in the schools.

Special thanks are given to women guest speakers from various professions who took the trouble of coming to schools and presenting themselves as role-models.

Thanks are expressed to the typists Mrs. Bhandari and Miss Anju Bala who have assisted faithfully in preparation of the report.

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CHAPTER I
INTRODUCTION

Guidance programme to develop career potential of girls is an action research programme which is aimed at investigating the barriers in the career development of senior secondary school girls as well as to help them to become career orientated.

Need For the Programme:

The need for development of a programme to develop the career potential of girls has roots in continuously poor participation of women in professional, technical and higher education as well as in employment. Table (1.1) presents an interesting and meaningful comparison of occupational pattern of women employed in public and private sector. This table clearly indicates the representation of employed women in teaching, clerical or unskilled jobs and negligible representation in rest of the occupational divisions. This is because the educational attainments of women (Table 1.2) delimit their scope of employment to only a selected fields.

TABLE 1.1

Percentage of women workers to total women in 1967 & 1968

Code No.	Occupational Description	Percentage	
		Public Sector 1968	Private Sector 1967
1	2	3	4
0(-052)	Professional, Technical & Related workers (excluding Primary & Middle School Teachers).	21.7	9.8
052	Primary & Middle School Teachers...	35.4	3.0
1	Administrative, Executive & Managerial Workers.	1.6	0.1
2	Clerical & Related workers (excluding Unskilled Office workers).	13.1	2.0
(-290)			
3	Sales workers....	0.1	0.1
4	Farmers, Fishermen & Related workers (excluding Agricultural & Plantation labourers)	0.3	0.3
(-414-415)			
5	Miners and Quarrymen	0.7	1.7
6	Workers in Transport & Communication occupations	1.1	0.1
7 & 8	Craftsmen & Production Process Workers (excluding loaders, Unloaders and labourers n.e.c.)	0.8	26.3
(-890,899)			
9	Service, Sports and Recreation Workers (excluding Watchmen, Chowkidars, Cleaners, Sweepers and Watermen)	2.2	0.7
(-903,931)			
290	Unskilled Office Workers	2.6	0.6
414,415,890,			
899,903,931	Unskilled Workers, Other	20.4	55.3
Total		100.0	100.0

Source: Occupational Educational Pattern in India Public Sector-1968. DGE&T. Ministry of Labour. New Delhi, 1971.
P. 22.

TABLE 1.2

Distribution of women employees by educational levels in private sector, 1979.

S.No.	Educational qualification	No. of women employees	Percentage to total
1	2	3	4
1.	Below Matric	37,018	35.0
2.	Matric and above but below graduate	6,387	6.0
3.	Graduate: (a) Science	901	0.9
	(b) Others (Arts, Commerce, Law, etc.)	1,730	1.6
4.	Post Graduate and above:		
	(a) Science	1,528	1.4
	(b) Arts (including Law)	4,760	4.5
	(c) Commerce & others	263	0.3
5.	Graduate:		
	(a) Engineering and Technology	153	0.1
	(b) Medical	1,152	1.1
	(c) Education	10,356	9.8
	(d) Agriculture	49	0.1
6.	Post Graduate and Doctorate:		
	(a) Business Administration/Personnel Management	115	0.1
	(b) Other (Chartered/Cost Accountancy/Social/Labour etc.)	33	(-)
7.	Diploma Holder:		
	(a) Engineering & Technology	244	0.2
	(b) Medical	2,081	2.0
	(c) Business Administration/Personnel Management	89	0.1
	(d) Others (Teaching, Social Services)	2,081	2.0
8.	Recognised Certificate Holder (Issued Teachers Training Institute, Apprentices Act)	36,381	34.4
	Total	105,743	100.00

Source: Occupational Educational Pattern in India (Private Sector-1979). DGE&T, Ministry of Labour, New Delhi, 1985. (p.24).

It is true that even today the literacy among girls is very low and drop out rate very high. Only a small percentage of girls are able to complete their education upto secondary school level. For most of these girls, it is the terminal stage. There is drop in educational and career commitment of girls and they give greater priority to marriage. Marriage is also a priority to career for those who enter the plus two stage at school or join colleges. It is not that the girls are at fault. In fact, they are brought up in such a manner so as to prepare them as "homemakers" and not as "breadwinners". In order to promote girls' participation in professional, technical and higher education and also participation in non-traditional occupations and emergent technologies, it is necessary to understand them in the social context.

Educational and feminist literature reveals that girls identify themselves in a 'supportive-role' and they derive status of identity based on a relationship. The sex-role stereotypes prevalent in our society throw light on the process of identity formation in girls which is in fact totally dissimilar to that of boys. A boy tends to construct his identity around his vocational choice and tends to be identified by an occupation (Who am I? What do I do?). The girl tends to keep her identity diffuse. Her identity is bound up not so much in what she is as in what her husband will be (Douvan & Adelson, 1966). A girl may have a history of achievements at school and college level or other significant experiences of success or failure etc. but eventually her identity and status depend on her husband. It seems to be more of 'sex-role adoption' than 'sex-role preference' in the formation of 'sex-role identity' or sex-role concept which infers that girls are over socialised to become 'traditional women' and hence not to develop sense of self.

Bem and Bem (1973) described sex-role socialization practices that influence women's expectations. Some occupations and personal attributes are considered as more appropriate for females than males, for example, occupations such as elementary school teacher, nurse, secretary and

attributes described by adjectives such as non-assertive, tactful, gentle, neat and quiet etc.

Sartin (1978 quoted by White, 1986) also observes that most of the jobs that women do can be seen as an extension of their traditional roles of housewife. This is also the reason that the work which women do is not held in higher esteem than the work which men do. Hence, it is necessary to raise the consciousness of girls from the beginning to identify themselves as individuals. They need to be helped to question their abilities and limitations with the goal of occupying a suitable occupational role.

It is also observed that masculine characteristics and work characteristics are similar because the males were generally associated with work. If the women also work like men and not appropriately, they are labelled to be masculine type because a worker's characteristics viz., competence, independence, assertiveness, leadership ability, coping ability and decision making ability etc. are quite dissonant with traditional definitions of femininity.

The relationship of masculinity and femininity with self esteem has been investigated. In a study by Janet Spence (1975 quoted by O'connor et. al.,1978), women and men who were high in both masculinity and femininity and were therefore classified as androgynous, were highest in self-esteem, followed by those who scored high in masculinity and low in femininity. Those who scored low on both sets of characteristics were lowest in self-esteem.

Donelson and Gullahorn (1977) state that androgyny is immensely practical. Androgynous persons can modify their behaviour to be effective in a particular situation, without worrying about whether or not their feelings and behaviours are consistent with sex-roles or with their own role-related conditions of worth. More important, androgyny is associated with personal satisfaction and a more complete and spontaneous personal expression of basic human potentials than is sex-typing.

According to Bardwick (1980), increasingly psychologists and lay observers are making judgements that people who score high on their own gender scale and low on other are not psychologically healthy because their development is confined. Androgynous people are more psychologically healthy according

to a variety of indices (Spence, Helmreich and Stapp 1975; Barzans, 1975). For example, androgynous college subjects of each sex scored highest of all groups in self-esteem and the subjects equally low on both types of characteristics were the lowest of all in self-esteem.

Helibrun (1975) has noted that the androgynous concept of psychological health defines the ideal person as having a blend of interests abilities and traits which are both expressive and instrumental. Donelson and Gullahorn (1977) are of the view that people are "naturally" androgynous and the human being is capable of initiating action and effecting change, then the way is open for women (and men) to change life-styles that are not comfortable or satisfying to them. Women can choose to function (like "normal" man Proactively) rather than reactively (like "normal women) as many women have already done. This requires personal courage. However, the support of other people is helpful, and much social change may be necessary for women in general to feel the potential for changing themselves or becoming what they want to be.

The contention of the present work is to highlight the fact that both boys and girls can develop all the potentialities and express all the orientations. They need to be helped to have or develop relatively equally high or well-developed characteristics of both the feminine and masculine roles which is called workable androgyny. It could be achieved with the help of psychologists, planners of various development programmes and members in helping professions. It is required that they keep in mind that if roles are not assigned on the basis of sex and importance of gender is minimised by emphasizing individual capacity for taking any set of responsibilities, then it will probably be found that interests and characteristics of most people do become androgynous.

It has been observed that even if there is gradual increase in the number of women employees in organized sector, a large number of women are employed as teachers, clerks and medical workers etc. The occupational preference of women for 'typical' women's fields suggests two motives operating behind. Firstly, girls think of marriage, family and societal approval before they plan for any work for them. Hence they don't think or plan to have a career but a job which they may or may not have to do after marriage. Secondly, the women are highly motivated to avoid success.

They perhaps feel secure if they opt for more traditional occupations than for non-traditional ones. In this connection, Margaret Mead's (1949) statement seems to be true today also. She wrote 'The more successful a man is in his job, the more certain everyone is that he will make a desirable husband, the more successful a woman is, the more most people are afraid she may not be a successful wife'. Similar observations regarding women's fear of their success were made by Horner (1969) and Hawley (1972). It is therefore understandable that gender affects the career development. Hence, it is necessary that suitable career development programmes for the girls should be planned. These programmes should be aimed at helping the girls to include combinations of work, marriage and family responsibilities in their plans and they can do it successfully even while pursuing the careers which were not popular among women before. It is also very important, to help the girls to understand the difference between job and career and changing attitudes of society about work. Now work is not considered only a means to earn livelihood. According to Yankelovich (1974) people increasingly feel that work provides or should provide the opportunity for self-fulfillment. More than any other commitment, work is perceived as the way creativity, responsibility and self-actualization can be

achieved. Now one can question that if half the population works, earns and satisfies the need of self-fulfillment, there is reason to question that why the other half be denied or deprived of these accomplishments and not actively seek work in order to develop their potential?

It has been my view that work also provides feeling of self-worth. For example, if you take work away from a man, then see the change in his self-image and self-worth. He feels totally useless without work. It shows that work alone is a strong variable to give the feeling of self-worth. Hence, in order to develop feelings of self-worth in girls, they should be encouraged to participate in work which they think is suitable for them.

For participation of girls in variety of work Dhar & Joneja (1984) suggested that girls should be given career information and provided counselling for education and work. Birk and Tanney (1973) developed a programme for high school women. These authors dealt with the influence of sexism and stereotypic attitudes about women's roles, consideration of unconventional (for women) occupations, and discussion of the pervasive myths about women's working habits.

Farmer (1975) focussed on counselling to develop the career potential of women. She suggested that counsellors can increase career potential of women by providing information, questioning traditional attitudes and teaching work-related skills.

In order to help young girls in their role identification, they require suitable role models. Mothers and female relatives are no longer suitable role models for them. The children of working mothers perceive the importance of their work just to buy some comforts for the family. They don't perceive their mothers as career-oriented women who work for self-fulfillment. The stories of some women achievers do appear in various magazines and very recently some television programmes also presented successful women in traditional and non-traditional fields. These messages do not reach all the young girls. They require role-models from their community with whom they can talk about their nature of work, education, satisfactions and their life style. This is particularly effective for the secondary and senior secondary school girls who need to consider career options open to them.

In view of the various considerations mentioned in the preceeding pages, it is contended that there is great need of guidance and counselling programmes for school girls. Through these programmes the girls should be helped to broaden their outlook towards themselves and to prepare for their roles for tomorrow which they feel will be adequate for them.

Objectives of the Programme

The programme under reference is an action research programme which was initiated to fulfill the following objectives:

- i) to improve the self-image of girls and develop self-confidence.
- ii) to help them to develop workable androgyny.
- iii) to help them to develop identity related to work.
- iv) to give them career orientation.
- v) to motivate them for career (traditional or non-traditional).

Assumptions

The programme is based on the following assumptions:-

- i) Each individual has potentialities and one of them is ability to do work, which is generally unrealized in case of girls.
- ii) Through planned guidance activities, the girls can be helped to develop the career potential.
- iii) If helped, each individual can learn to think for himself/herself.
- iv) Self-confidence and positive values can be imbibed if one sees the person of same sex having problems, devising methods to solve them or solving them with courage and thinking and working further enthusiastically with confidence competing with others.

CHAPTER-II

PROFILES OF GIRL STUDENTS

Development of Questionnaire

In order to develop a need-based guidance programme for development of career potential of girls and to see the relevance of socio-cultural and developmental characteristics as mentioned in Chapter-I, a questionnaire was developed. The questionnaire was in great detail covering all the aspects such as, self-image, identify, career orientation and work related perceptions (See appendix I).

COLLECTION OF DATA

The data was collected on class XI and XII students of three government girls schools in Delhi. The students belonged to middle or lower middle class families.

Selection of the Schools:

Before taking permission from Directorate of Education, Delhi Administration to carry out the programme in the schools, the schools were visited and consultations were held with principals and counsellors in the schools. Only those schools were taken where the principals agreed to give co-operation. The presence of counsellor, who had good rapport with the principals and school staff was considered advantageous.

Also the investigator wanted the help and involvement of at least one person from the school for the entire duration of the programme. The staff member/counsellor from the school could help in following ways:

- i) fixing the time with the time-table incharge and informing about the changes, if any to all the concerned, such as principal, teachers, investigator and students.
- ii) making the seating arrangement for the students, guests and the school faculty.
- iii) attending the guests speakers.
- iv) seeking co-operation from the school staff.

Finally, the following three schools were selected for the programme:

- i) Govt. Girls Sr. Secondary School, Srinivaspuri
New Delhi.
- ii) Govt. Girls Sr. Secondary ^{School}/No.I, Lajpat Nagar,
New Delhi.
- iii) Govt. Girls Sr. Secondary School, Jangpura Extension,
New Delhi.

Administration of Questionnaire:

The data was collected on 465 class XI and XII girl students of Science, Commerce and Arts streams. The total number of class XI and XII students in each stream in the three schools is given below:-

No. of girls in Science stream = 80

No. of girls in Commerce stream = 150

No. of girls in Arts stream = 235

In Science and Commerce stream, the number of girls in each school was very small. Hence, it was easy to administer the questionnaire. The students in the Arts stream were divided into small groups (N=15 to 20) in order to give attention to students while they filled the questionnaire. The investigator read out each question, explained them in Hindi, clarified the doubts and then supervised in order to ensure that all the students answered the question, before moving to the next question. It was considered very important to ensure that all the students understood and answered the questions. The students were also motivated to answer all the question sincerely, if they wanted to be included in the further activities of the programme.

ANALYSIS OF DATA

As already indicated, the questionnaire consisted of questions on self-image, identify, career orientation and work related perceptions. The analysis of responses is also done category wise. In all the cases, percentages have been calculated. The results represented in tabular form indicate actual number of responses as well as percentage of responses. Reporting of the results is in the form of percentages given within brackets. Category wise details are discussed in the following pages.

Self-Image:

The analysis of the responses given by girls to question number 22, 23, 24, 25, 27, 28 and 32 indicate that girls, in general have poor self-image. Table 2.1 to 2.7 represent the responses and percentage responses to the above mentioned questions.

Table 2.1 shows that most of the girls are of the opinion that a girl should participate in traditional activities such as, learning to cook well (81.27), to look beautiful (64.05), to be homely (66.78), to attend the guests (54.39) and be an ideal traditional woman (70.14). However, a large number of them are in favour of receiving higher education (58.38) and

TABLE-2.1

Responses on the question what a girl should do?

Nature of responses	No. of responses	Percentage
- to look beautiful	305	64.05
- to learn to do make up	113	23.73
- to learn to be homely	318	66.78
- to get higher education	278	58.38
- to be an ideal traditional Indian Women	334	70.14
- to do service	154	32.34
- to do some work at home to earn money	35	7.35
- to learn to repair household items	03	0.63
- to learn to repair electrical appliances	02	0.42
- to attend to the guests	259	54.39
- to learn cooking special dishes	387	81.27
- to plan household matters	93	19.53
- to show anger	59	12.39
- to do shopping	76	15.96
- to keep accounts	65	13.65
- any other:- should not be loud	01	0.21

some of them in favour of doing service(32.34). Responses in favour of non-traditional activities like planning household matters (19.53), keeping accounts (13.63), repairing household items (0.63) or repairing gadgets etc. are very low.

Responses in Table 2.2 are not very much different. No doubt that a large number of girls approve the idea of higher education (58.59) and some kind of training (36.12), but still they are in favour of a girl's getting married and staying at home (49.35). However, very few girls think it appropriate for a girl to continue work even after marriage (11.55). The attitudes of other girls also required to be changed so that they also get motivated to participate in the world of work.

The men in our society do not seem to have favourable attitudes towards working women. Table 2.3 represents the attitudes of men towards working women as they are perceived by girls. According to them, men think that working women go out of a man's control (83.58), become independent individuals (56.07), irresponsible wives (50.40), neglect home, family and children (42.63) and are home breakers (42.42). Men do not think about working women to be efficient (2.15), intelligent (13.23), traditional (2.31) and good wives

TABLE-2.2

Appropriate role for a girl school leaver

Type of response	No. of responses	Percentage
- to get married and stay at home	235	49.35
- to receive higher education	279	58.59
- to get some training	172	36.12
- to do some work and leave it after marriage	93	19.53
- to do some work and continue it after marriage	55	11.55
- to do some work and not to get married	03	0.63

TABLE-2.3

Perception of attitudes of men towards working women

Category of responses	No. of responses	Percentage
- Independent	267	56.07
- Out of their control	398	83.58
- Proud	187	39.27
- good home makers	73	39.27
- home breakers	202	42.42
- good wives	39	8.19
- irresponsible wives	240	50.40
- good mothers	77	16.17
- neglect children	203	42.63
- efficient	15	3.15
- traditional	11	2.31
- intellectual	63	13.23
- crude	99	20.79
- any other - disobedient	04	0.84

(8.19) and mothers (16.17). This shows that men don't appreciate the women who deviate from the stereotyped roles and become androgynous. Rather, they develop negative attitudes towards the working women. This is perhaps also one of the reasons that the girls prefer to identify themselves with the traditional roles and are afraid of occupational participation and success.

The girls have negative images of themselves is also indicated from the responses in Table 2.4, 2.5 and 2.6. Majority of the girls expressed (Table 2.4) that women are less successful (62.37) as compared to men. Very few girls perceive women to be more successful (17.43) and equally successful (11.34) to their men colleagues. Ability wise (Table 2.5) also they don't perceive women to be intelligent (13.86) than men, rather they perceive men to be more intelligent than women (59.71). For them (Table 2.6) men are more hard working (44.52) than women and for some of them, both sexes are hard working (21.63). Only 10.71 percent girls feel women to be more hardworking.

Another aspect of the girls' negative self-images is that they discretely indicate that occupations for men (54.18) and women are different (38.64). However, a few (4.83) indicate that all occupations are meant for both the sexes.

TABLE-2.4

Perception about successfulness of women in comparison to men

Category of responses	No. of responses	Percentage
- equally successful to their men colleagues	54	11.34
- more successful to their men colleagues	83	17.43
- less successful to their men colleagues	297	62.37
- cannot comment	31	6.51

TABLE-2.5

Perception about intelligence among women as compared to men

Nature of response	No. of responses	Percentage
- Men are intelligent than women	251	52.71
- Women are intelligent than men	66	13.86
- Both men and women are intelligent	43	9.03
- Cannot comment	35	7.35

TABLE-2.6

Responses on comparison between men and women on being hardworking

Nature of responses	No. of responses	Percentage
- Men are more hard working than women	212	44.52
- Women are more hardworking than men	51	10.71
- Both men and women are equally hard working	103	21.63
- Both men and women are not hard working	60	12.60
- Cannot comment	39	8.19

The girls accept the prevailing attitude that being a girl is a big weakness. Responses in Table 2.7 indicate that society does not support women who opt for self-employment. According to them, women opting for self-employment have the major problem that they are more inclined towards marriage (75.39), less knowledgeable (51.45), less hardworking (44.52), low risk-taking (38.64), have feelings of failure (42.21) and feelings of insecurity about success (33.18). One of the interesting problem perceived by 50 per cent of them is "because they are girls". Being a girl in itself is a hurdle in order to be self-employed which draws attention of anyone who wants to help girls to improve their self-image. Other difficulties mentioned by them are: attitude of the family (51.66), lack of moral support (37.37), financial resources (40.32) and societal pressures (49.77). This also indicates that being a woman, it is more difficult to get financial or moral support from family which is also a reason for having poor self-image.

TABLE-2.7

Perception of the problems faced by women opting for self-employment.

Problem Area	No. of responses	Percentage
- lack of moral support from family	178	37.38
- lack of financial help/resources	192	40.32
- societal pressures	237	49.77
- attitude of family	246	51.66
- feelings of insecurity about success	158	33.18
- fear of failure	201	42.21
- less hard working	212	44.52
- less knowledgeable	245	51.45
- low risk taking	184	38.64
- more inclined toward marriage	359	75.39
- because they are girls	237	49.77
- any other-In-law don't allow	08	1.68

Identity

Our analysis supports the observation that a man is identified by the work and a woman by the husband. Table 2.8 indicates that most of the girls like to be identified as a daughter (74.97), and few as a wife (7.14) and mother (4.41). It seems that at present since they are unmarried, it is natural for them to identify as a daughter. Very few girls like to be identified as a worker (11.13), while majority of them (Table 2.9) respond that a man's identity is as a worker.

Work for woman is not perceived as a necessity. Table 2.10 shows that a woman should work only when she is in financial crisis and has no male member to support her, such as, widowed (46.83), divorced (31.29) or unmarried (13.86). Like males she is not a bread winner. Those who feel that a woman should work otherwise also (5.67) perhaps think work not only means for financial gains but otherwise also.

As perceptions of the girls about work are traditional, similarly perceptions about desirable behaviour for women are also stereotyped. Responses in Table 2.11 show that girls should behave in a feminine manner (66.28) and not in a masculine manner (16.80). However,

TABLE-2.8

Responses on girls' identity

Response Category	No. of responses	Percentage of responses
- as a daughter	357	74.97
- as a wife	34	7.14
- as a mother	21	4.41
- as a worker	53	11.13

TABLE-2.9

Responses on a man's identity

Category of response	No. of responses	Percentage
- as a worker	297	62.37
- as a son	31	6.51
- as a husband	75	15.75
- as a father	62	13.02

TABLE-2.10

Responses on when should a woman work

Category of response	No. of responses	Percentage
- when single/unmarried	66	13.86
- when divorced	149	31.29
- when widowed	223	46.83
- work otherwise also	27	5.67

some girls do feel that they should behave in masculine or feminine manner according to the situation (24.57). This indicates that change is taking place in attitudes of young girls (though a very small number) which needs to be strengthened to develop workable androgyny among girls.

Not only that the girls perceive need to work and desirable behaviour for them in a stereotyped way, the activities in which they are engaged in their leisure time are also more or less traditional. Table 2.12 shows that by and large girls help at home (80.22), knitt (53.97) stitch (52.08) and gossip (31.29). However a large number of girls do watch television (71.19), some read film magazines (17.43) or visit friends (20.58) etc. It indicates that while helping at home and gossiping with women, they always relate themselves to household and identify with that group. Hence, their self-image and identity is strengthened on the traditional lines.

The observations given above are further supported by the responses presented in table 2.13. It shows that the most of the girls perceive home making (66.78) as the important task for them than career making (21.84) or both home making and career (9.03).

TABLE-2.11

Responses on desirable behaviour for girls

Category of response	No. of responses	Percentage
- Confine to feminine behaviour	268	56.28
- Behave in masculine manner	80	16.80
- Behave in masculine or feminine way according to situation	117	24.57

TABLE-2.12

Leisure time activities mentioned by girls

Nature of activity	No. of response	Percentage
- Helping at home	382	80.22
- Knitting	257	53.97
- Stitching	248	52.08
- Watching TV	339	71.19
- Gossip	149	31.29
- Reading Film magazines	83	17.43
- Visiting a friend	98	20.58
- Visiting relations	13	2.73

TABLE-2.13

Responses on what is important for the participating girls

Response category	No. of responses	Percentage
- Home making	318	66.78
- Career making	104	21.84
- Home making and career both	43	9.03
- Any other	-	-

Similarly, responses to a question (No.41) whether a girl/woman can combine home, family and work successfully, only 16 per cent said yes while 83 per cent feel that a girl cannot combine home family and career successfully. They think that working women's children are neglected and one has to listen to in-laws.

It is seen that girls are not familiar with working women personally. In the questions (number 33 and 34) about information about working ladies known to them, a few of them (4.4) could mention about working women known to them who work as doctor, nurse, teacher and beautician. Some of the girls mentioned the name of the first lady IPS officer as the working woman they know and is their ideal too. None of the girls could give details about the qualification, nature of work, place of work or name of the office, organization and pay etc. of the working women they mentioned. They mentioned that they have seen them going for work only. That may be the reason that the girls are not able to identify themselves as worker. Hence, in order to motivate girls to take up suitable career, it is necessary that they should meet women who have combined home, family and career successfully.

Work Related Perceptions

The girls perceive work and occupations in a stereotyped way Table 2.14 and 2.15 clearly show that girls feel that some occupations are meant for females (38.64) and some occupations are meant for males (54.18). Only 4.83 per cent responded that all occupations are ^{for} both sexes.

Table 2.15 goes further to investigate the stereotyped perceptions. Out of the list of 30 occupations (15 traditionally male occupations and 15 traditionally female occupations) the girls perceived traditionally "women's jobs" such as nursery teacher (49.56), Beautician (43.05), Steno-typist (36.69), Radio and TV announcer (36.96), Midwife (35.07) Home Science teacher (34.44), Telephone operator (30.66) House Keeper (28.14), Nurse (26.54), Dancer (24.36) as more appropriate for girls with the exception of Police Inspector (20.58).

The occupations of Jeweller (0.21), Forest Officer (0.21) Pilot (0.42), Bus Conductor (0.42), Ticket Checker (0.42), Chartered Accountant (3.78) were considered least appropriate for girls. Occupations such as Architect, Refrigeration Mechanic, Insurance Agent, Fire Officer and Horticulturist etc. carried no response which means they are considered not appropriate at all for the girls.

TABLE-2.14

Perceptions about occupations meant for men and women

Nature of response	No. of responses	Percentage
- Some occupations are meant for boys only	258	54.18
- Some occupations are meant for girls only	184	38.64
- All occupations are meant for both boys and girls	23	4.83

TABLE-2.15

Occupations that a girl could choose

Name of occupation	No. of response	Percentage
- Printer	-	-
- Draughtsman	-	-
- Home Economics Teacher	164	34.41
- Radio and TV Announcer	176	36.96
- Jeweller	1	0.21
- Beautician	205	43.05
- House Keeper	134	28.14
- Telephone Operator	146	30.66
- Air Pilot	02	0.42
- Horticulturist	00	-
- Nursery Teacher	236	49.56
- Architect	-	-
- Insurance Agent	-	-
- Mid wife	167	35.07
- Interior decorator	34	7.14
- Police Inspector	98	20.58
- Forest Officer	1	0.21
- Refrigeration Mechanic	-	-
- Receptionist	74	15.54
- Stone Typist	189	39.69
- Chartered Accountant	18	3.78
- Mining Engineer	1	0.21
- Bus Conductor	2	0.42
- Air Hostess	53	11.13
- Dancer	116	24.36
- Nurse	124	26.04
- Ticket checker	02	0.42
- Fire officer	-	-
- Dietician	11	2.31
- Model	04	0.84

TABLE-2.16

Responses to the question what do you look for in a job

Type of response	No. of responses	Percentage of responses
- Higher pay	286	60.06
- Security in job	130	27.30
- Accomodation	15	3.15
- Few working hours	207	43.47
- Neat and clean environment	232	48.72
- Working with machines	12	2.52
- Working with men	25	5.25
- Working with people	183	38.43
- Working with women	242	50.82
- Working with both men and women	116	24.36
- Freedom of work	73	15.33
- Frequent Promotions	293	61.53
- Leave benefits	241	50.61
- More tours	08	1.68
- Vacations	359	75.39
- Self-fulfillment	16	3.36
- Creative expression	13	2.73
- Medical facilities	292	61.32
- High status/prestige	42	8.82
- Discipline	39	8.19
- Any other	"	"

Not only that the girls prefer traditional occupations for their sex, their ^{expectations} from the jobs are also very much in that line. Table 2.16 shows the most of the girls look for gains in a job such as, vacations (75.39), higher pay (60.06), frequent promotions (61.53), neat and clean environment (48.72), few work hours (43.47) and working with women only (50.82). They do not expect the job to provide them chance for tours (1.68), self-fulfilment (3.36), creative expression (2.72), working with machines (2.52), working with men (5.25), higher status or prestige (8.82) and discipline (8.19) etc.

Table 2.17 indicates that most of the girls (51.03) feel that it is being lucky to get a job. A very small percentage could imagine the job to provide them satisfaction (11.55), sense of achievement (8.61), feeling of success (5.25), competence (6.72), strong (2.73), self-confidence (2.94) and independence (6.93).

Hence the work related perceptions show that girls do not think for a "Career" which will provide them personal satisfaction or sense of achievement. They think about ^{up} "women's jobs" which they can take/for financial or other benefits.

TABLE-2.17

Perception about the feelings if they join some job

Category of response	No. of responses	Percentage
- Personally satisfied	55	11.55
- Achieved some thing	41	8.61
- A lucky girl	243	51.03
- An independent individual	33	6.93
- Depressed	-	-
- Frustrated	-	-
- Guilty of neglecting home and family	14	2.94
- A successful worker	25	5.25
- Competent	32	6.72
- Strong	13	2.73
- Self-confident	14	2.94
- No response	05	1.05

Career Orientation

The girls by and large are found to have no aim and direction of the education, they are receiving. Whether it is the choice of present subjects or further education and vocation, they are totally ignorant. The analysis in the following six Tables (2.18 to 2.23) draws attention to the fact that how much they are in need of career Information and Guidance.

Choice of Subjects:

In Table 2.18, analysis of reasons mentioned by girls for choice of subjects have been made stream wise. However, two factors are common among students of three streams. The Science (31.25), Commerce (38.29) and Arts (40.32) girls have chosen their subjects by chance and secondly, science (43.75), Commerce (34.32) and Arts (38.22) students made the choices on friends' suggestion. Another interesting response is that none of the girls in all the streams was influenced by persons working in a profession related to their subjects of study. A very low percentage in science (6.25), Commerce (18.48) and Arts (13.44) have chosen their subjects for the sake of career. Only commerce students (44.82) visualize future in their subjects. Many students in Science (38.75) have chosen their subjects out of interest. Whereas a

TABLE-2.18

Reasons for choice of subjects after class X.

Reason	No. of Responses and Percentage in					
	Science		Commerce		Arts	
	N	%	N	%	N	%
- Interest in the subjects	31	38.75	06	3.96	19	7.98
- Higher marks in subjects	06	7.50	-	-	12	5.04
- Parents wanted it	20	25.00	28	18.48	28	11.76
- Friends suggested it	35	43.75	52	34.32	91	38.22
- Teachers advised it	15	18.75	22	14.52	46	19.32
- Bright future in these subjects	08	10.00	68	44.82	11	4.62
- More jobs available in these subjects	16	20.00	22	14.52	09	3.78
- Influenced by persons working in profession related to these subjects.	-	-	-	-	-	-
- Want to study only these subjects and make career in it	05	6.25	28	18.48	32	13.44
- Just by chance	25	31.25	58	38.28	96	40.32

TABLE-2.19

Educational Preferences after Class-XII

Stream	Name of the Course	No. of responses	Percentage of responses
Science	M.B.B.S.	11	13.75
	B.Sc.	14	17.50
	Engineering	01	1.25
	College	12	15.00
	Don't know	30	37.50
	No response	12	15.00
Commerce	C.A.	13	8.58
	B.Com.	12	7.92
	B.A.	15	9.90
	Some training	19	12.54
	Don't know	39	25.74
	No response	52	65.00
Arts	B.A.	17	7.14
	Typing	25	10.50
	Police	04	1.68
	Don't know	73	30.66
	No response	116	48.72

small number of students in Commerce (3.96) and Arts (7.99) chose their subjects without interest. This shows the need for career guidance in assisting the students to chose their subjects after class X.

Educational Preferences:

Stream wise analysis of responses on educational preferences of girls present a very poor picture on this aspect. In all the streams, a small percentage of girls have given three to four preferences. Most of the girls have either not given any response or responded as "dont know". The 3-4 preferences mentioned by them are very popular and traditional except Engineering (1.25) mentioned by science students and Police (1.68) mentioned by Arts students. This shows the lack of information, the girls have. The question of preference can arise only when one knows the options available..

Vocational Preferences

The case of vocational preferences is more or less the same as that of educational preferences. As shown in Table 2.20, students have given 3-4 occupational preferences and that too in traditional and popular occupations. Most of the girls seem to have no preference which is indicated from the fact that a large number of girls in Science (45.00), Commerce (87.12) and Arts (89.46)

TABLE-2.20

Occupational Preferences after XII

Stream	Name of the Occupation	No. of responses	Percentage responses
Science	Doctor	11	13.75
	B.Sc.	14	17.50
	Engineering	01	1.25
	Teacher	02	2.50
	No response	52	65.00
Commerce	C.A.	11	7.26
	Clerk	07	4.62
	No response	132	87.12
Arts	Teacher	15	6.30
	Police	04	1.68
	Clerk	13	5.46
	No response	213	89.46

TABLE-2*21

Information about courses/occupations in subjects of study.

Stream	Name of the course	No. of responses	Percentage responses
Science	Doctor	16	20.00
	Nurse	22	27.50
	Engineering	04	5.00
	Teacher	07	8.75
	Don't know	25	31.25
	No response	06	7.50
Commerce	C.A.	18	11.88
	Clerk	43	28.38
	Don't know	65	42.90
	No response	42	27.72
Arts	Teacher	26	11.76
	Clerk	35	14.70
	Police	12	5.04
	Typist	08	3.36
	Don't know	75	31.50
	No response	97	40.74

couldn't respond. This in itself is an alarming situation requiring immediate attention towards the need of career information for girls.

Information about the Courses of Study

Again not on the educational or vocational preferences, but on the information the students have about the courses or occupations available in their subjects of study, it is found (Table 2.21) that most of the girls Science (31.25), Commerce (42.90) and Arts (31.50) don't know anything. Quite a large number of girls in Science (7.50), Commerce (27.72) and Arts (40.74) did not respond.

Information about Places of Employment

From the above analysis, it is perhaps easy to imagine awareness among girls about places of employment. Stream wise analysis in Table 2.22 shows that most of the science students either know hospital (30.00) as place of employment or don't know (47.50) most of the commerce students (64.02) don't know. Interestingly, Arts students know either educational Institution (38.64) or government office (57.54).

TABLE-2.22

Information about places of employment

Place of employment	No. and percentage of responses in					
	Science		Commerce		Arts	
	N	%	N	%	N	%
- Educational Institution	06	7.50	03	1.98	92	38.64
- Hospital	24	30.00	-	-	-	-
- Research Institute	02	2.50	-	-	-	-
- Industry	-	-	07	4.62	12	5.04
- Business House	-	-	01	0.66	10	4.02
- Self employment	04	5.00	-	-	-	-
- Govt. office	12	15.00	28	18.48	137	57.54
- Any other	-	-	01*	0.66	-	-
- Don't know	38	47.50	97	64.02	16	6.72
- No response	-	-	20	13.20	40	18.06

* Company

Names of Occupations known:

The purpose was to see how many names of occupations, in general, the students could mention. Table 2.23 shows that picture is gloomy. The students in all the streams could name only few, occupations, such as, Doctor, Police, Nurse, Teacher, Clerk, Police and Government office.

Information about Self-Employment:

Similarly, girls lack information about self-employment, from the responses given to the question number 19, 20, 21 and 42 three observations could be made:

- i) girls don't realise self-employment potential specific to their subjects of study.
- ii) they lack information about various self-employment opportunities available.
- iii) they also lack information about self-employed women,

Exposure to Career Literature:

From responses to question number 45/ ^{to} 51, it is clear that;

- i) The girls have never seen or read career literature (Q. 45-48)

TABLE-2.23

Number of Occupations known to girls

Name of occupation	No. and percentage of response in					
	Science		Commerce		Arts	
	N	%	N	%	N	%
- Doctor	54	80.00	23	15.18	37	15.5
- Nurse	38	47.50	11	7.26	15	6.3
- Teacher	25	31.25	55	36.30	103	43.2
- Clerk	43	53.75	39	25.74	87	36.5
- Engineer	04	5.00	02	1.32	05	2.10
- Police	12	15.00	12	7.92	23	9.60
- Accountant	--	--	21	13.86	02	0.8
- Mechanic	03	3.75	--	--	--	--
- Govt. Office	12	15.00	18	11.88	34	14.2
- Compounder	09	11.25	--	--	--	--
- Beautician	--	--	04	2.64	03	1.2
- Army	--	--	01	0.66	--	--
- Judge	01	1.25	01	0.66	--	--
- Advocate	01	1.25	01	0.66	05	2.12

- ii) They have not read about a single job from anywhere (Q.49).
- iii) About 70% of girls have expressed the desire to acquire and read career literature (Q.50).
- iv) About 80% girls have never talked about the work they will take up as an adult. (Q.51).

Rest of them, who happened to talk about their future job, mentioned only 3-4 names of occupations which were same as mentioned in their choice of subjects.

Some other observations:

- i) 84% girls have never visited a job site (Q.54).
- ii) Those who have visited have seen only Teacher, Doctor, Clerk, Nurse etc. working.
- iii) 75% admit that they don't know how to fill the Application Form.

Conclusions:

The analysis of the responses revealed that:

- i) Girls preferred Traditional sex roles.
- ii) Girls had poor self-image.
- iii) They lacked information about world of work.
- iv) They reflected fear of success.
- v) The identity revealed by them was not as a worker.

CHAPTER III

INTERVENTIONS

On the basis of the results obtained through questionnaire, it was established that there is need to build up among girls positive self-image, self-confidence and ability to think critically about career development. Accordingly, a guidance programme was developed for senior secondary school girls. The programme had the following inputs:-

1. Career Information which included :

- i. discussion on careers and courses for further study in subject areas pursued by the girls at the senior secondary school stage.
- ii. introducing career literature
- iii. preparation of a compendium of press advertisements on "admission notices" and "wanted" columns.

2. Counselling to bring about changes in girls' attitudes and perceptions about themselves and about work.

3. Presentation of women role models in science and technology to science students, in arts and commerce to arts and commerce students.

During the academic year 1987-88, the programme was administered on science students. Next year (1988-89), the programme was administered on commerce and arts students. Following are the details of the various activities of the programme :

CAREER INFORMATION

1. Discussion on careers and courses

Information about various courses was given through talks and discussions. For this purpose a lot of information was collected. Published career literature provides guidelines about the type of courses or institutions offering those courses. The information becomes obsolete in due course of time. For the project work, the investigator depended largely upon relevant newspaper cuttings of the previous and current year and recent prospectuses procured from various educational and training institutions. Employment News helped a lot as it contained a lot of information about occupational requirements.

The career information specific to courses in science, commerce and arts was disseminated to only students in these specific courses. However, there are some of the careers which are open to the students pursuing any academic subject(s). Hence, information on the careers common for all was disseminated to all the students.

a) Careers discussed with all the students in science, commerce and arts were :

- Teaching
- After 10+2
- Protective Services
- Fashion design/Technology
- Physical education and Sports
- Law
- Mass Communication
- Banking
- Management
- Foreign trade
- Civil Services
- Competitive examinations
- Occupations in Selling
- Service Occupations
- Self-employment
- Hoteliering
- Computers

(b) Career discussed with Science Students

- Medicine: Allopathic, Homeopathic and Ayurvedic systems of medicine
- Para-medical courses
- Engineering & Architecture
- Technology (in various combinations of Physics, Chemistry, Mathematics and Biology)
- Agriculture
- Horticulture
- Cinematography, Sound Recording etc.
- Animal Husbandry and Dairying
- Careers in Mathematics
- Careers in Physics
- Careers in Chemistry
- Careers in Biology
- Home Science and Dietetics

c) Careers discussed with Commerce students were:

- Chartered Accountant
- Company Secretary
- Cost Accountant
- Taxation
- Recruitment through Indian Audit and Accounts Service Examination, Indian Defence Accounts Service Examination and Indian Railway Accounts Service Examination.

d) Careers discussed only with arts students included:

- History
- Economics (included examination for Indian Service)
- Languages
- Psychology
- Social Work
- Mathematics
- Actuaries
- Fine Arts
- Performance Arts
- Advertising
- Film and Television

ii. Introducing Career Literature

Published career literature is scarcely available in India. Directorate General of Employment and Training in Ministry of Labour and its counterparts in the states are the biggest contributors in this area. However, some of the publications are also brought out by a few ministries and some of the University Employment Information and Guidance Bureaus. Association of Indian Universities also started contributing some titles of career publications for the last decade. A couple of year ago, career literature by a few individuals have also appeared. The girls were shown the following publications.

N.C.E.R.T. Publications

- You and your future
- Careers in Teaching
- Lipik Varg Ke Vyavsai
- Kanoon Sambandhi Vyavasai
- Architect, Civil Engineer Va Annya Karmachari
- Yatayat Karmchari
- Hamare Swasthya Rakshak
- Our Teacher
- Jeev Sashtriya Va Vanespathi Shastriya Vyavasai.

Publications of C.I.R.T.E.S., New Delhi

Central Institute for Research and Training in Employment Service (CIRTES) under Directorate General of Training (DGET) Ministry of Labour is producing a lot of career literature. Following Publications were distributed among students :

- Careers for Agricultural Graduates & Allied Scientists
- Directory of Career Publications
- Advertising for a Career
- Careers in Teaching
- Admission to Engineering (1st Degree Course)
- Careers in Mass Communication
- M.B.B.S. at a Glance
- Admission to Para Medical Courses
- History for a Career
- Biology for a Career
- Careers for Science Graduates
- Careers for Arts & Commerce Graduates
- Careers in Accountancy
- Be Your Own Employer
- Selling as a Career
- Mathematics for a Career

- Careers in Data Processing
- Home Science and Dietetics for a Career
- Careers in Protective Services
- Careers through Competitive Examinations
- Economics for a Career
- Careers in Hoteliering
- Careers for Women

Publications of Association of Indian Universities
(A.I.U) New Delhi:

Following Publications were shown

- Handbook on Medical Education
- Handbook on Engineering Education
- Handbook on Management Education
- Handbook on Distance Education
- Universities Handbook

Publications of State Vocational Guidance Unit
EMI New Delhi:

The publications mentioned below were shown:

- Self-Employment for Youth
- Information for Admission to Undergraduate Courses.
- Handbook on Institutional Training Facilities in Delhi

Miscellaneous Publications

- Prospectuses of Polytechnics, National Institute of Fashion Technology (NIFT) and a few colleges of University of Delhi were shown
- Career and competition Times (Magazine)
- Competition Success Review (Magazine)
- Competition Master (Magazine)
- Employment News etc.

Practical Experience in Information

All the students were asked to see the newspaper daily and purchase Employment News every week. Then it was discussed with them how to go through it, how to select the advertisements according to their courses of study, and further education and career. In this way all the girls prepared a compendium of press advertisements on "admission notices" and "wanted" columns.

GROUP COUNSELLING

After dissemination of career information, the girls were provided counselling which was aimed at attacking the myths about women and to bring about changes in their attitudes and perceptions in order to improve self-image of girls and to motivate them for career. The counselling approach was highly structured and directive. The

questions had been framed by the investigator before the exercise. In all, three group counselling sessions were conducted with each group consisting of 20 to 25 girls. The sessions were quite long, taking 2-3 class periods, but they did not appear to be long as the girls participated enthusiastically. Session wise details are given in the following pages in which discussion on various questions is summarised.

Counselling Session I

The counselling procedure was structured as mentioned earlier. The investigator asked the questions already prepared and in brief step wise it went as follows:

Q. What is masculine and feminine in your views ?

According to girls, men are intelligent, strong, angry, out going, breadwinners, assertive, independent, dominating etc. and women are gentle, delicate, emotional, obedient, tolerant, homely and dependent.

(These characteristics as mentioned by them were written on the blackboard)

- Q. Could you think of some men who are described as feminine (or behave like women)

Few men who behave like women, and their behaviours such as voice like women, shy, tolerant etc. were mentioned.

- Q. Could you now think of some women who behave like men (or are described as masculine)

The girls could think of some women whom they said are called 'manly women'. These women walk, talk and were assertive like men.

- Q. Do you know why these men and women behave like individuals of opposite sex ?

The girls felt that by nature they were like that. It was their habit formation. Some said that their parents might not have taught them to behave properly.

It was explained to them that normally all the individuals are capable to behave ⁱⁿ any manner. We choose to behave in a certain manner because society expects us that way. But still many people have characteristics of both sexes such as attitudes, experiences, personal qualities and interests.

Q. Do you think it is better to have characteristics of both the types?

Some said yes: while others said no. Then it was discussed as why it is better to have characteristics of both the types.

The points emerged after discussion were :

- One can utilize the required qualities in need.
- Men could manage women's work and women could manage men's work (that is, traditionally men's or women's work)
- Women who possess masculine qualities could live according to the way they like.
- Both men and women become more independent.

Conclusion:

It is advantageous to be androgynous instead of sticking to traditionally expected qualities, experiences, attitudes and activities.

Counselling Session II

The second session was designed to question the prevailing attitude that the kind of work in which men and women are engaged is different. It was also aimed at making them aware that work is same for all whether a man or a woman. The various questions discussed during the session are summarized below :

- Q. What are the duties being done by a girl or a women at home ?

The activities mentioned by girls were listed. For example cooking, cleaning, washing, stitiching, home management, worship (Puja), looking after children, sorting their quarrels, teaching, gardening, paying bills for water electricity etc.

- Q. Are all the women interested in these chores?
Some said yes and some said no.

- Q. Do you know some men do and some men like to do these chores?

The girls felt that those men who are able to do, or those who seek pleasure in these activities only do. Some men also do household chores better than women.

- Q. Let us see what are the occupations related to activities done by women at home?

The occupations were written by the investigator on blackboard against the women's household activities mentioned by girls. The picture emerged as given below:

<u>Household activities of Women</u>	<u>Related Occupations</u>
1. Cooking	Cook, Restaurant and Dhaba owners.
2. Washing	Dhobi, Dry Cleaners
3. Stitching	Tailors, Boutique owners, Readymade garment dealers & garment exporters.
4. Home-management	Managers of Hotels, Restaurants, Boutiques
5. Worship (Puja)	Priest(Pandit)
6. Keeping accounts	Accountants, Clerks, Cashiers
7. Sorting out children's quarrels	Judge, Advocate
8. Teaching children	Teachers, Tutorial Bureau owners, owners of nursery schools.
9. Gardening	Nursery owners
10. Keeping and Paying bills etc.	Clerks, Cashiers.

The girls were shown that the men are engaged in the occupations related to women's household chores. It means that all the individuals can do all types of work and gain financially as well as personally.

Conclusion:

Work is not related to gender.

Counselling Session-III

After dissemination of information on various careers this session was organized. The purpose was to motivate the girls to take up a career. The following are the detailed experiences given during the session:-

- Q. What are the courses or subjects for boys and for girls.

The responses of the girls were written on the black board. One column was made for boys and other for girls.

<u>Boys</u>	<u>Girls</u>
Doctor	Doctor
Engineering	Teaching
Agriculture	Nurse
Forestry	Arts
Computers	Clerk
Accountants	Typing
Managers	
Law	

- Q. Why we think these subjects and occupations suitable for boys or for girls ?

- Men are engaged in these fields and no women is there in it.

- They have been doing well educationally and can do well in these occupations. One has to be away from home which the boys can afford while girls can't.
- Girls have to look after the family.
- If girls opt for these courses and occupations people will not accept it, family will not allow and matrimonial problem will arise etc.

After listing the reasons they were provided information on the following aspects.

- They were shown the results of CBSE examination where girls were achievers and told that the girls didn't receive education or higher education previously in India. So education was meant for boys and hence it was dominated by them. Now as the girls are utilizing this opportunity, they are achieving equal to boys and many times better than the boys. It means that they have the ability to study all the courses like boys.
- More and more girls are participating in Engineering and Technology as compared to earlier years.
- Information about the girls in new and male dominated professions, was given. They were told that very soon they would be meeting women who have joined the professions, which the group has mentioned for boys. Such as Engineering & Technology, agriculture, Industry owner, Scientist, advocate and Manager etc.

Conclusion:

Girls are able to achieve like boys in all types of education and occupations. They should choose their career according to their abilities and interests.

PRESENTATION OF ROLE MODELS

As we know from the results in chapter II that the girls lack suitable role models at home since from their childhood. Their identification with the mother means no ambitions, aspirations and no sense of self-worth. In order to help girls to identify with career while respecting themselves as women, career oriented women as guest speakers were invited to the school. Most of the guest speakers represented traditionally male dominated occupations. The guest speakers talked to the girls about themselves and about their work. The role-models in science and technology were presented to science students and in commerce and arts to commerce and arts students. The role models were selected after personally ^{visiting} the concerned institution, office or the organisation. The purpose of the programme and expectations from them were discussed. Only those who were convinced with the objectives of the programme, willing to visit the school and talk to the girls in Hindi were preferred. The presentations of women guest speakers have been recorded on audio-tapes.

Selection of the Women Role-Models

Following criteria were applied in order to find out the suitable women role-models in the three streams:

- i) The guest speakers should be from middle class background
- ii) They should have received their education from ordinary schools and not from public schools.
- iii) They should represent occupations with different level of qualifications.
- iv) They must have paved their way through hard work and challenges.
- v) Must be married and up to 40 years of age.
- vi) Have positive attitude towards life and work.
- vii) Could talk at student's level.
- viii) Should be impressive persons
- ix) Guest speakers from the same geographical area of the schools, were preferred.

Jobs of Women Role Models in Science

1. Geneticist
2. Soil Scientist
3. Biochemist
4. Architect
5. Physiotherapist
6. Home Economics Teacher
7. Computer Engineer
8. Indian Police Service Officer

Some Guidelines for the Guest Speakers

Target Group XI & XII Class girls
Duration 20-25 minutes

- Please talk about your work - your home life and act as a positive role model.
- Talk about your work as interesting, socially useful and personally satisfying to you.
- Talk about how and why did you choose this job.
- Please show the students that you like doing this job.
- Please mention whether you were married or unmarried at the time of your employment.
- How marriage and children effected (altered/not altered) you career. (Only positive image is to be given)
- Please be positive in your talk and show yourself as rounded feminine being, that is, how you have combined home and family life with your job.

Please don't mention any negative effects

Questions asked by the Girls to Guest Speakers :

The girls were instructed to first listen to the guest speaker and they were free to ask the questions after the talk was over. Following are some of the questions asked by girls:

9. Occupational Therapist
10. Electronics Engineer
11. Technician Ophthalmics
12. Physicist
13. Computer Programmer
14. Medical ~~Laboratory~~ Technician
15. Immunologist

Jobs of Women Role Models in Commerce and Arts

- | | |
|--|--------------------------------------|
| 1. Bank Officer | 2. Company Secretary |
| 3. Accountant | 4. Insurance Agent |
| 5. Historian | 6. Population Education Officer |
| 7. Asst. Station Director (AIR) | 8. TV Compere |
| 9. Social Secretary (French Interpreter) | 10. Manager (Parivar Sewa Sansathan) |
| 11. Coach | 12. Psychologist |
| 13. Entrepreneur | 14. Receptionist |
| 15. Police Inspector | 16. Advocate |
| 17. Research Officer (International Relations) | 18. Medical Social Worker |

- i) Why do you like doing this job ?
- ii) Why did you choose this job ?
- iii) Who had influenced your choice of job ?
- iv) Any objections by your family members ?
- v) How are you treated by your fellow workers and boss ?
- vi) In which school have you studied ?
- vii) What activities did you like at your school or college time.
- viii) Do you like cooking and needle work ?
- ix) Is it not a burden to do job along with household responsibilities ?
- x) If a girl opts for self-employment and set up some business, her family has to spend money and make efforts for her. But after marriage, her husband will claim it. Then why should a girl's family help her ?

Some of the Highlights of Guest Speakers' Talks

- "I am not working merely for money. I had the desire to achieve and that I have done by using my abilities and skills".
- "I was not the kind of girl who will dream about a "Rajkumar" who will come one day and marry me".
- "We are not given any relaxation in training and we were not behind the boys either".
- "I was afraid that I shall not get good match, but still I liked to do this work".
- "Our men colleagues also find equal difficulty in work".

- "I enjoy work like a man, perhaps more than him".
- "Whatever I am today, it is because of my job, otherwise it could never have been possible".
- "I accepted the challenge of frequent transfers & new assignments".
- "Good sports women earn name and fame".
- "Four things to do better - desire, dedication, devotion and determination".
- "One is capable of doing many things."
- "Husband of a working woman becomes co-operative and shares household chores".
- "One should not sit idle".
- "A woman can do everything and is more powerful than a man".
- "I am the first lady using Isotopes and Radiation in this field".
- "People discount me that book-selling business is not for girls".

CHAPTER-IV

EVALUATION

The programme was evaluated by girl students, their teachers, three principals and counsellors. Separate questionnaires were prepared for students and the school staff. (See Appendix II & III)

Evaluation of programme by Girl Students

The experiences of the girls about various aspects of the programme are summarised as:

- i) Almost all the girls wanted to continue further study in the subjects which they had chosen in the +2 stage.
- ii) They know a large number of occupations open to students in Science/Commerce/Arts courses.
- iii) All of them were satisfied with the information provided to them but still they felt the need of further information. It was encouraging that they could acquire more information independently.
- iv) They felt that work is equally important for them as it is for boys and would feel proud to take up some work. It could make them useful member of the society.

- v) They were impressed by the information, motivation and inspiration provided by women guest speakers. They felt that inspite of difficulties, they would be able to manage career along with home and family.

Suggestions given by the girls

Following are the suggestions given by large number of girls:-

- i) This type of programme should be conducted in all the girls schools.
- ii) Almost all the girls felt that it was quite late to start the programme at +2 stage. It should have started after class VIII.
- iii) The career information provided now should have been provided to them before class X. At that time, it would have been more useful to them.
- iv) Some of the girls felt that the programme should start from the beginning of the academic session. As it is very important activity and requires sufficient time, it should continue during vacations also.

Evaluation of the programme by School Staff

The Principals, Science, Commerce and Arts teachers and the Counsellors in the three schools expressed the following views on various aspects of the programme:

- i) The women guest speakers were very effective in generating interest among girls, motivating them for work and could bring school in contact with work.
- ii) They could talk about all aspects of their lives, such as home family and career and could give the message that home, career and family could be combined successfully. Only one staff member mentioned that guest speakers should have taken the girls to the place of working.
- iii) The speakers were able to demonstrate the benefit of non-traditional career choice.
- iv) The students really need career information and they were provided it in great detail.
- v) Such programmes should be organized for all the girls schools.
- vi) The aspects of programme which appealed to the school staff were:

Impressions of Women Guest Speakers about the programme:

Most of the women role-models were surprised in the beginning to know about this programme. They expressed their happiness that adolescent girls were also getting the much needed attention.

The response from them was very encouraging. They enjoyed the way they were asked to speak and expressed the desire to contribute to this programme or similar programmes, if invited.

They also informed the Principals of the schools that even if they are not paid any travelling expenses or honorarium they were interested to visit the schools to motivate girls for education and career.

Guest Speakers belonging to occupations in mass media said that it is a very important area which was neglected. They thought to introduce it through some audio and visual programmes.

CHAPTER-V

CONCLUSION AND SUGGESTIONS

The programme to develop career potential of girls is first of its kind. This programme seeks inspiration from the National Policy of Education, 1986 which while committing itself to education for equality lays emphasis on girl's participation in vocational, technical and professional education at different levels as also to promote women's participation in non-traditional occupations and emergent technologies. Further source of inspiration are some of the parameters of women's empowerment, such as, building a positive self-image and self-confidence and developing ability to think critically etc.

In order to achieve above goals, guidance can contribute substantially because the primary concern of guidance is individual development of human potential. The contention of the present programme is that each individual has potential and one of them is ability to do work which is generally unrealised in case of girls. Through planned guidance activities, girls can be helped to develop the career potential.

It is visualised in the present study that the socio-cultural and developmental considerations prevailing in our society are the major hinderances in girls' career development. The girls feel more comfortable in preferring stereotyped roles and are afraid of loosing social approval in case they look for the new roles for women today. They lack career information and role models in their lives. Hence, it is necessary to raise the consciousness of girls to identify themselves as individuals. They need to be helped to question their abilities and limitations with the goal of occupying a suitable occupational role.

This programme made an attempt through various intervention strategies to nurture in girls positive self-image, self-confidence, motivation and decision making for development of career potential. If career information disseminated fulfilled the need to develop career awareness about the world of work and career motivation among girls, women role models went to the extent of improving self-image of girls and instilling in them confidence to choose suitable occupational (traditional or non-traditional) role for them. The group counselling sessions helped to bring about changes in girls in their stereotyped attitudes towards human attributes and educational and vocational options available.

This programme strived to initiate among girls the process of thinking and preparing themselves for suitable and self-fulfilling careers. Most of the girls have never seen themselves in the roles of teacher, lawyer, engineer, scientist or industrialist. Now they are able to put efforts to prepare for these roles and to face difficulties coming in the way of adoption of life-style based on these roles.

The programme also proved to be an agent in influencing the staff of the participating schools. The teachers, counsellors and principals were perhaps unaware of the effect of their own attitudes on educational, vocational and personal development of the girls. The women guest speakers also expressed to be influenced by the implications of this programme. This shows that the programme has some personal implications in addition to professional implications.

PRAGMATICAL SUGGESTIONS

It is clear from the analysis of girls' responses to the various questions in the questionnaire and reactions of students and staff of participating schools that the programme was much needed for all the girls schools and it should begin in early years of secondary education. There are a number of

activities which the schools can take up with the help of teachers and counsellors. However, some of the activities such as counselling, helping individually and collection, compilation & dissemination of up to date information etc. require the services of a qualified counsellor. In order to be effective, the activities should be organised as a well planned school education programme with involvement of the school staff and parents. In order to give idea about the role school can play in career development of girls, some practical suggestions are mentioned here.

i) Approach to Girls' Education

The approach of the girls schools to girls' education should be ^{to} develop a human resource. The schools should help the girls to develop as individuals. It has been seen in the schools that most of the teachers encourage sex-stereotyping. They segregate subjects, skills, activities, hobbies and behaviours etc. by sex which is the major hurdle in the way of girls' development as individuals and their adaptation of new roles. Hence, it is high time that all those concerned with education of girls examine their own biases and prejudices causing hinderances in realisation of career potential in girls.

ii) Girls Need Special Attention

Career development is a process which continues through the school years. Class X is the crucial stage when there is drop in career commitment of girls. They begin to give priority to marriage than further education or training. Due to the sex-typed development and sex-role pressure from the early childhood, girls face the traditional sex-role pressures. In order to help girls to escape from these pressures, they should be given special attention at school and at an early stage.

iii) Providing Career Information

The girls are in great need of information. Besides opening their eyes to the world of work, information is vital to them in choosing and preparing for the work also. The dissemination of information during the programme was appreciated by all and sundry in the school. It was realised that once the girls have done a few subjects at plus two stage, if they are provided educational and occupational information in their chosen courses of study, they are most receptive to it. They find meaning in their course of study and join further courses or training to enhance their skill. Hence, they should be provided

accurate and unbiased career information. They should also be provided information about occupational and employment trends such as percentage participation as well as area wise participation of women in various occupations.

iv) Providing Career Literature

Reading about occupations is highly stimulating. It helps to develop understanding about various occupations, the nature of work, qualifications and requirements for entry etc. The girls should be exposed to up to date career literature.

v) Providing suitable Role Models

The impact of women role models on girls in the programme suggests that there are many ways in which the school can help the girls in developing self-confidence and work related identity. The role models could be effective even to college girls also. Besides women guest speakers the following activities, though seem to be simple, if taken up in the school could provide girls exposure to and encouragement for participation in all types of careers, traditional as well as non-traditional.

- 1) Teachers or counsellors can talk about successful women workers in traditional and non-traditional occupations.
- 2) The files on achievement of girls and women in various fields such as toppers, award recipients, leaders, social workers, writers, eminent researchers etc. could be maintained and displayed. Even the girls could be asked to collect and file this type of material.
- 3) Pictures of successful women, school leavers in successful careers at present, could be displayed.
- 4) Special achievements of any staff member may be highlighted through display or in school assembly.
- 5) Mention of women who are successfully coping with and enjoying different life styles may be made.
- 6) Mention may be made about local women achievers and achievers from socially disadvantaged sections of the society.

V. Providing Individual Assistance

Dissemination of information to girls and highlighting the achievements of women before them is not sufficient. They need much more individually which could be done by trained counsellors. All the girls need help in educational intervention in which is quite

individual. There are girls who have mistaken views of life which are reflected through their behaviour, choice of subjects, activities and hobbies etc. The girls are bound to face difficulties specific to their own in the process of exploring new alternatives and choosing among them. The girls who become more conventionally sex-typed due to their traditional development find it difficult to perceive themselves as individuals and have low self-esteem. The counsellor can help these girls to overcome this sex-typing and express their attributes. While counselling the girls for career and education, the counsellors should not let their biased attitudes and perceptions influence. The counsellors in the girls school should plan their guidance activities in such a way that it develops in them potential to become sensitive to their needs, to understand who they are, what they can expect of themselves in order to develop self-respect. This self-respect should include their specifically feminine qualities as well as their competence in educational, vocational and personal-social achievements.

Although this programme is primarily aimed towards development of career potential of girls, but guidance workers and educationists will believe that many of its suggestions and implications are equally applicable to boys also. The boys like girls also seem to lack career information and perhaps they also choose their courses of study and careers either by chance or on the advice of friends, parents and relatives etc. The role models available to boys are men traditionally sex-typed in attributes, behaviours and occupations. They are also in need of suitable role models who are androgynous. Hence, in order to develop human resources, all the students whether they are boys or girls should be provided with information about world of work, and meaningful and suitable male and female role models who are significant in the present context.

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Appendix I

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Questionnaire

1. Name :
 2. Age :
 3. Class & Section :
 4. Date :
 5. Mother's educational qualification :
 6. Mother's occupation :
 7. Father's qualifications :
 8. Father's Occupation :
 9. Write below the compulsory ^{subjects} / which you study
-
10. Why did you take up these subjects? Tick (✓) the relevant reasons.
 - interest in the subjects
 - higher marks in the subjects
 - parents wanted it
 - Friends suggested it

- Teachers advised it
- bright future in these subjects
- more jobs available in these subjects
- influenced by persons working in profession related to these subjects
- want to study only these subjects and make career in it
- just by chance
- any other (please specify)

11. Which subject do you like more among the subjects you study ?

12. Would you take up the same subject in your further study?

Yes/No

13. Please specify the course which you would like to join after XII class.

14. Name the occupation(s) you would like to enter.
15. What are the Courses/Occupations available in the subjects you study?
16. Which subject/subjects would you like to study after XII class ? Tick (☐) your answer.
- English
 - Hindi
 - Sanskrit
 - Mathematics
 - Psychology
 - Sociology
 - Commerce
 - Banking
 - History
 - Political Science
 - Home Science
 - Geography
 - Economics
 - Geology
 - Art
 - Music
 - Dance
 - Vocational Course
 - Physics -
 - Chemistry
 - Biology
 - any other
 - not decided

17. For how long do you want to study ? Tick (.) your answer.

- Certificate course for 1 year
- Certificate course for 2 years
- Diploma Course for 2-3 years
- Degree Course for 4-5 years
- Post graduate degree course
- not decided

18. After qualifying the Course/Degree, where would you get the employment? Tick (.) your answer(s).

- Educational Institute/School etc.
- Hospital
- Industry
- Research Institute
- Business House
- Self-employment
- Govt. office
- Any other (Please specify)
- Don't know

19. Are there any opportunities of self-employment in your subjects of study.

(A)

Yes/No

(B) If yes, please mention below the type of self-employment you know

(v)

21. (A) Do you know any self-employed girl?

Yes/No

(E) if yes, please write below her name, age, qualifications and type of work.

22. What are the problems which you foresee in the way of women opting for self-employment. Tick (,) your answers.

- lack of moral support from family
- lack of financial help/resources
- societal pressures
- attitude of family
- feelings of insecurity about success
- fear of failure
- less hard working
- less knowledgeable
- low risk taking
- more inclined towards marriage
- because they are girls
- any other (please specify)

23. In your views, how much successful are the girls in various occupations? Tick (✓) your answer.

- equally successful to their men colleagues
- more successful to their men colleagues
- less successful to their men colleagues
- cannot comment

24. Who is hard working? Tick (✓) your answer.

- Men are more hardworking than women.
- Women are more hardworking than men.
- Both men and women are equally hardworking.
- Both men and women are not hardworking.
- Cannot comment

25. Which statement is right among the following ? Tick (✓) your answer.

- Men are intelligent than women
- Women are intelligent than men
- Both men and women are equally intelligent
- Cannot comment

26. Which statement is right among the following ? Tick (✓) your answer.

- Some occupations are meant for boys only
- Some occupations are meant for girls only
- All occupations are meant for both boys and girls

27. What a girl should do in your views?
Tick (☐) your answer(s).

- to look beautiful
- to learn to do make up
- to learn to be homely
- to get higher education
- to be an ideal-traditional Indian woman
- to do service
- to do some work at home to earn money
- to learn to repair household items
- to learn to repair electrical appliances
- to attend to the guests
- to learn cooking special dishes
- to plan household matters
- to show anger
- to do shopping
- to keep accounts
- any other activity (please specify)

28. What is appropriate for a school leaving girl student?

- to get married and stay at home
- to receive higher education
- to get some training
- to do some work and leave it after marriage
- to do some work and continue it after marriage
- to do some work (job) and not to get married.

29. What is more important for you? Tick (✓) your answer.

- home making
- career making
- home making and career, both
- any other (please specify)

30. If you join some job, how would you feel?
Tick (✓) your answer.

- personally satisfied
- achieved something
- a lucky girl
- an independent individual
- depressed
- frustrated
- guilty of neglecting home & family
- a successful worker
- competent
- strong
- self-confident
- any other (please specify).

31. Under which conditions could you work?
Tick (✓) your answer.

- co-operation & support from the family
- no co-operation & support from the family
- criticism from the family
- all of these

32. What is the attitude of men towards working women?
Tick (✓) your answers.

- independent
- out of their control
- proud
- good home makers
- home breakers
- good wives
- irresponsible wives
- good mothers
- neglect children
- efficient
- traditional
- intellectual
- crude
- any other(please specify).

33. How many working ladies do you know personally? Please give the following information about them.

<u>S.No.</u>	<u>Name</u>	<u>Qualification</u>	<u>Work/ occupation</u>	<u>Organi- sation</u>
--------------	-------------	----------------------	-----------------------------	---------------------------

(x)

34. Among above mentioned women, is there any one who is your ideal ?

Yes/No

If yes, write the name here.

35. Why should a girl work? Tick (.) your answer.

- to earn the living
- to support the family
- to fulfil urge to do something
- to use education
- to satisfy herself mentally
- to inflate her ego
- to feel superior
- to escape from household chores
- to have status
- has the right to work
- any other (please specify)

36. How would you like to be identified? Tick (✓) your answer.

- as a daughter
- as a wife
- as a mother
- as a worker

(xi)

37. How a man is known as? Tick (✓) your answer.

- as a worker
- as a son
- as a husband
- as a father

38. When should a woman work? Tick (✓) y-ur answer.

- when sigle/unmarried
- when divorced
- when widowed
- work otherwise also

39. How should a girl/women behave in a situation ?

- confine to feminine behaviour
- behave in masculine manner
- behave in masculine or feminine way according to situation

40. What do you do during your leisure time?
Specify your activities.

41. Do you think a girl/woman can combine home, family and work successfully.

Yes/No

If no, then give reasons below.

PART-II

42. Name as many occupations as you know.

43. Name as many occupations in your stream as you can.

44. From above mentioned occupations name those which are meant for girls.

45. Do you know literature on educational and training facilities and on information about various occupations in available?

Yes/No

46. Have you ever read this type of Literature?

Yes/No

47. Please name the agencies/institutions publishing this kind of information literature.

48. What type of information is given in this literature?

49. How many jobs have you read about?
(Name those jobs below).

(xiv)

50. Do you feel the need to acquire and read educational and occupational literature?

Yes/No

51. Do you ever talk about the work which you will do as an adult?

Yes/No

52. If yes, please give some detail.

53. Whom do you talk to about the educational and vocational matters? Tick (✓) your answer.

- Teachers
- Counsellor
- Parents
- Relatives(Please specify)
- Friends
- Non of these
- any other (please specify)

54. Have you ever visited a job site or seen carefully a person working?

54 (B) If yes, please write the following details:-

name of the occupation(s)

place(s) of work

Nature of work

Qualifications

Pay

Any other detail

55. What do you look for in a job? Tick (✓) among the following.

- High pay
- Security in job
- Accommodation
- Few working hours
- Neat and clean environment
- Working with machines only
- Working with individuals
- Working with men
- Working with women
- Working with both men & women
- Freedom of work
- Frequent promotions
- Leave benefits
- more tours
- Vacations
- Self-fulfillment

(xvi)

- Creative expression
- medical facilities
- high status and prestige
- Discipline
- any other (please specify)

56. Do you know how to fill the application forms?

Yes/No

57. Do you ever think what is going to become of you?

Yes/No

58. Do you ever think what do you really want to be?

Yes/No

If yes, (please specify)

59. Which of the following occupations a girl could do?
Tick (✓) your answers.

- Printer
- Draughtsman
- Home economics Teacher
- Radio & TV Announcer
- Jeweller
- House keeper

- Beautician
- Telephone Operator
- Air Pilot
- Horticulturist
- Nursery Teacher
- Architect
- Insurance agent
- Midwife
- Interior decorator
- Police Inspector
- Forest Officer
- Refrigeration Mechanic
- Receptionist
- Stenotypist
- Chartered Accountant
- Mining Engineer
- Bus conductor
- Air hostess
- Dancer
- Nurse
- Ticket Checker
- Fire Officer
- Dietician
- Model

Programme Evaluation Performance
(For Students)

As all of you know that our programme is complete with your interest and co-operation. Some aspects of this programme might have appealed to you and you must have been benefited by them, while others might not have. We would like to know your experiences to improve our programme further. Hence, give your frank views on the following:

- | | | |
|----|--|--------|
| 1. | Whether you will study your present subjects in higher education. | Yes/No |
| 2. | Whether you know a large number of occupations open to you. | Yes/No |
| 3. | Whether you are satisfied with the information provided to you. | Yes/No |
| 4. | Whether you are satisfied with discussions held with you. | Yes/No |
| 5. | Whether you still need more assistance. | Yes/No |
| 6. | Whether you can now acquire information independently. | Yes/No |
| 7. | Whether doing work is equally important for a girl as it is for a boy. | Yes/No |
| 8. | Whether to take up some work is must for you. | Yes/No |

- | | | |
|-----|--|--------|
| 9. | Whether boys girls should choose different types of occupations. | Yes/No |
| 10. | Whether it is difficult for you to find work. | Yes/No |
| 11. | Whether you would feel more proud to be known as a worker than as a wife. | Yes/No |
| 12. | Whether you feel that you have become a useful member of the society. | Yes/No |
| 13. | Whether the women guest speakers have been able to relate their education to their occupations. | Yes/No |
| 14. | Whether the guest speakers have been able to combine their home, family and career successfully. | Yes/No |
| 15. | Whether you will be able to combine home family and career in near future. | Yes/No |
| 16. | Whether you can face any amount of difficulties bravely in order to continue work. | Yes/No |
| 17. | Whether such programmes should be conducted in all girls schools. | Yes/No |
| 18. | Give suggestions to further improve this programme. | |

Programme Evaluation Form

(For Principal, Teachers & Counsellors)

A programme to develop career potential of XI and XII class science students was conducted in your school with your co-operation. Some aspects of this course might have appealed to you and others might not have. We would like to benefit from your considered views on various aspects of the programme. We, therefore, request you to express your frank views on the following:

1. Did the visits of women guest speakers create general interest. Yes/No
2. Did the speakers motivate girls for work. Yes/No
3. Whether the speaker was successful to bring school to contact with work. Yes/No
4. Whether the speakers could talk about all aspects like their education, work, pay, marriage, family, satisfaction from work, utility of work to society etc. Yes/No
5. Mention below those aspects which were not covered by speakers.
6. Whether speakers have stressed positive values. Yes/No
7. Whether the speakers could give message that career and family life could be combined successfully. Yes/No
8. Whether the speakers have been able to demonstrate the possible benefits of non-traditional career choice. Yes/No

16. Dr.(Mrs.)Shanti Chandra Shekhar
Geneticist
Nuclear Research Laboratory
Pusa, New Delhi.
17. Mrs. Rosae Arya
Engineer (Electronics)
B.H.E.L.
Hauz Khas, New Delhi.
18. Mrs. Meenakshi Kalia
Technical Asstt. (Laboratory)
CGHS Dispensary
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19. Dr.(Mrs.)Madhu Malik
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20. Dr.(Mrs.)S.A.Agnihotri
Scientist (Physics)
(Also Convener, Delhi Branch
Indian Women Scientists
Association)
National Physical Laboratory
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21. Mrs. Sarla Passi
Physiotherapist
Safdarjung Hospital
New Delhi.
22. Mrs. Paromita Mukherjee
Receptionist
Claridges Hotel
New Delhi-11.
23. Mrs. Sujata Malik
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27. Mrs.Sushma Mandhar
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